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ABSTRACT

This paper, published in 1965, identifies contemporary developments in adult and continuing education in three categories: a new climate and milieu, institutional changes, and new program developments. The following evidence of a new climate and milieu is discussed: broader scope and wider acceptance of adult education; more federal activity in continuing education; encouragement of local planning and cooperation; increased interest among professionals, industry, and publishers; changed attitudes in higher education; and increased international involvement by universities. Institutional changes include the following: more active regional associations, coordinated central planning by states, consolidation of cooperative and extension education, increased junior college activity, and reassessment of evening colleges and extension divisions. A number of new program developments are described: adult degree programs, continuing education for women, art and cultural programs, urban education programs, multimedia approaches, independent study, adult counseling, and attention to continuity in education. The paper concludes with implications for action. (SK)

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SIGNIFICANT DEVELOPMENTS IN CONTINUING HIGHER EDUCATION

A. A. LIVERIGHT
FREDA H. GOLDMAN

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CENTER *for the* STUDY OF LIBERAL EDUCATION FOR ADULTS
at Boston University

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SIGNIFICANT DEVELOPMENTS IN CONTINUING HIGHER EDUCATION

A. A. LIVERIGHT
Director, Center for the Study of Liberal Education for Adults

FREDA H. GOLDMAN
Staff Associate, Center for the Study of Liberal Education for Adults

CENTER *for the* **STUDY OF LIBERAL EDUCATION FOR ADULTS**
at Boston University

THE CENTER *for the* **STUDY OF LIBERAL EDUCATION FOR ADULTS** was established in 1951 by a grant from the Fund for Adult Education to work with universities seeking to initiate or improve programs of liberal education for adults. In 1964 CSLEA affiliated with Boston University. The purpose of the Center is to help American higher education institutions develop greater effectiveness and a deeper sense of responsibility for the liberal education of adults.

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PREFACE

The modern American university moves inexorably to a new public prominence. Conference after conference, scholarly and popular publications, legislative discussion and action all emphasize how urban industrial life tends to organize itself around university resources. The recent enactment of far-reaching legislation by the Congress, and still more in process, combines with the equally significant reforms in the instutions of higher learning. These advances are writing the most dramatic chapter in the long history of university experience. The chapter is filled with the tension of multiplying obligations. They have come all at once, and the university has tried to serve them all.

The observations which follow about the field of higher adult education summarize in a timely way the current advances in this most rapidly expanding commitment of the modern university. They constitute a valuable marker along the way toward understanding the sprawling and sometimes incomprehensible activity of continuing adult education. This report sums up the major thrusts in the field, where many of them are taking place, the support which has been given and the support not yet given, and the varied forms which these thrusts are taking. The Center for the Study of Liberal Education for Adults is to be praised for this timely report. One hopes that later reports will continuously document the unfolding story of adult education.

The report gives an overwhelming impression of the developing concern of American society with urban problems. Indeed, the new orientation of adult education, in all of its forms, is toward the urban community. However, less spectacular reforms are underway with historic efforts in rural areas. At the same time, the orientation is one of new variations on old themes in adult education. Accordingly, the report calls for new themes, new models, additional pilot projects and curricular developments. The final pages and the guidelines set forth there should be studied carefully with reference to recent opportunities for support.

At this juncture, more attention might have been given to new devices by which university resources may be shared with municipal and state governments in the solution of pressing public

problems. Perhaps later reports may stress the demands now placed upon the universities as centers of knowledge.

The reader will wonder how the amazing growth of continuing adult education is being accomodated within the life of the universities as organizations. In addition to the precinct of adult education, the university as a whole is undergoing vast shifts in its relationship to the larger society. The new federalism that is becoming explicit, the increasing dependence of the states and municipalities upon problem-solving techniques, and the recent technical procedures for allocating national resources, bring the university into the vortex of contemporary public life. Since adult education may become the mediator of these processes, much more study is required about how the university may adjust as a total enterprise.

Paul A. Miller
West Virginia University

SIGNIFICANT DEVELOPMENTS IN CONTINUING HIGHER EDUCATION

Higher adult education is today in a period of rapid and significant growth. During the next few years, there will be many possibilities for experimentation in program development and in the forms of institutional arrangements for adult education. The climate for continuing education is more favorable than it has ever been before, and the opportunities for expansion and improvement more promising.

Along with the opportunities, however, are the needs they point up — for more and new kinds of programs to develop professional personnel and to assist educators in more effective program planning along lines made possible by new sources of support; for the establishment of demonstration programs to serve as models of new approaches to adult education; and for nurturing the important new programming approaches that are now appearing.

This article is an attempt to look at the present status of adult education, and to identify some significant developments that have occurred, and the future possibilities they point to. The paper is in three parts. The introductory section outlines briefly the new developments and directions that we believe we see. Section two presents some data and some arguments on behalf of these conclusions about directions. Section three suggests the implications for action contained in the analysis of developments.

I

SUMMARY OF CURRENT DEVELOPMENTS

The new developments in adult and continuing education may be grouped readily into three categories: A. New Climate and Milieu; B. Institutional Changes; and C. New Program Approaches.

Developments listed in the first category are fairly clear to view. Those in the second are somewhat less clear cut, reflecting the extent of flux within the field itself. Items in category C are so far mere "straws in the wind"; they may or may not develop significantly in the future, depending on the kind of support they receive.

A. New Climate and Milieu

1. One of the most subtle, but possibly also most important, developments is the increased readiness to accept and respond to a fact of educational life — the scope of adult education has broadened dramatically to include education that goes beyond regular preparatory schooling, adding to basic formal education opportunities for continuing education throughout a lifetime. This conception of adult education supplements a former view that it is primarily remedial education, to overcome early gaps or educational losses.

2. Flowing from this broadened concept of adult education is the wider acceptance of continuing education as a necessary component of a total educational design, and not merely as an afterthought to be added on only when the needs of the young have been served. As national concern increases and legislation is inacted to finance continuing education, acceptance grows of adult education as an essential ingredient in the national educational approach to social betterment.

3. Agencies of the federal government, through legislation and financial support, as well as private foundations and individual educational institutions, are gradually enlarging the scope of their commitment to continuing education to include liberal as well as vocational education and urban as well as agricultural and rural education.

4. Today, whenever federal funds for community and continuing education are allocated, there is likely to be a provision that calls for state and local community initiative and planning in relation to local programs of continuing education. Such provisions encourage cooperative efforts between public and private agencies on behalf of continuing education activities.

5. Business corporations and other agencies representing the non-governmental sector of the society are also enlarging their commitment to continuing education, expanding their own internal programs of continuing education and contributing more regularly and more fully to community programs. In addition, those businesses (e.g., publishers) that produce materials for adult education are increasing their investments and output.

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6. Universities — especially those in the urban areas — are becoming ever more deeply involved with the needs of the communities where they are located. The "ivory tower" is today almost an anachronism; it is unlikely that any major urban university today can avoid making available to the community its competence for research and education.

7. Similarly, continuing education is developing international significance. Because of the acute need for adult education within the developing countries, institutions of higher education in the United States are increasing their contribution to international projects and organizations; in a few cases, they are actually establishing outposts of their extension programs in overseas areas.

B. Institutional Changes

1. Regional education boards and associations are taking a somewhat larger part in providing for higher continuing education, in helping to plan and promote regional activities, as well as in providing for the professional development of adult educators.

2. Similarly, agencies of the state government and its educational boards are becoming increasingly involved in developing broad plans for higher continuing education on a state-wide basis.

3. At the state level too movement toward some form of rapproachement between the formerly separate Agricultural and General Extension Divisions is being accelerated — either through outright merger of the two divisions or through closer cooperation between them.

4. Junior colleges — as they continue to develop nationally — are increasingly supplementing the work of the colleges and universities (in a few areas even competing with them) in providing both informal programs and evening college credit courses for adults.

5. The role of continuing education in the nation and its proper place within the administrative arrangements of the institutions of higher education are being fundamentally reexamined in studies sponsored by the federal government, as well as in projects undertaken by a number of non-governmental organizations and associations.

6. There is evidence also of a movement within the individual university and college toward revising the institutional arrangements for conducting continuing and part-time education; however, the specific steps being taken go in so many different directions

that no clear direction as to future institutional arrangements can yet be identified.

C. New Program Developments

1. There is a gradual but nonetheless discernable tendency toward greater flexibility in the manner in which adults can work toward a baccalaureate degree; mainly, this is accomplished by allowing credit through proficiency examination, developing degree programs especially for adults, and by relaxing the traditional residence requirements.

2. Institutions of higher education today tend to view women as a separate audience for continuing education, and to provide programs for them that are equally suited to their needs.

3. The average citizen's increased interest in the arts, and in cultural activities generally, has pressed universities in some communities to assume a more active role in providing for the cultural needs of the community and, in a number of cases, also of the wider region.

4. Similarly, a growing awareness of the special problems of living in today's cities, and of problems created by the growing urbanization of society in general, is forcing urban universities to become more closely involved in research and in educational programs directly concerned with city planning and city living.

5. Tentative steps have been taken to make use of the newly developing educational media and resources such as educational TV, telelectures, programmed instruction, language laboratories, and records and tapes as supplements to correspondence study.

6.* Programs to encourage and aid individual and independent study among adults are being widely discussed and, in a few places, actually tried.

7.* The addition of adult-oriented counseling as a teaching and learning aid as well as for guidance in university continuing education programs is being given new consideration, both nationally and at the local level by some continuing education institutions and organizations.

*Items 6, 7, and 8 are not sufficiently wide-spread realistically to be called new developments in the field; they are included because

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8.* The concept of "continuing" education is taking on new meaning. Although the term and the idea of "life-long learning" have been around for a long time, it is only recently that any institution has tried putting the idea into practice by building into the undergraduate curriculum elements which stimulate interest in, and skills for, continuing education; or by revising the function of the Alumni Association to make it an educational rather than a fund-raising agency.

II

EVIDENCE SUPPORTING NEW DEVELOPMENTS

". . . The role of the university must extend far beyond the ordinary extension-type operation. Its research findings and talents must be made available to the community. Faculty must be called upon for consulting activities. Pilot projects, seminars, conferences, TV programs and task forces drawing on many departments of the university — all should be brought into play.

"This is a demanding assignment for the universities and many are not now ready for it . . . ."

from President Johnson's message to Congress, January 12, 1965.

After years of calling in vain for federal attention to higher adult education and of trying to get an extension bill of some sort through Congress, university adult educators suddenly find the President of the United States has become their lobbyist. What is more, he reminds many of them that they are not now ready for this opportunity. These two points — the President's concern and the relative unreadiness of the universities — well summarize the present state of university adult education.

*they represent high priority interests of CSLEA which appear to be of interest also to institutions with which we are in contact.

This section explores specific events and ideas in the field on the basis of which the developments listed in the foregoing pages were identified. For convenience in reference, we have retained the headings and numerical sequence followed earlier.

A. New Climate And Milieu

1. The scope of adult education, as of all education, is broadening.

The significant developments in the national attitude toward adult and continuing education must be viewed against a backdrop of shifting attitudes toward education generally. In our new technological and automated world, education has emerged as a prime necessity. In the context of the technological revolution, economic problems arise that require the management of knowledge rather than merely the manipulation of machines. And with leisure time increasing for wide sections of the population, education is today as much a consumer's item, an end in itself, as it is a means toward making a living. Thus, we observe a need for a new kind of continuing education in all areas — vocational, technical, professional, and liberal.

The most marked change however has occurred in the area of liberal education. Today liberal education is needed alike by workers, faced with longer vacations and a shorter work week, and by executives, who must make ever more far-reaching decisions. Social change has created a new audience for continuing education; economically prosperous, they are asking for intellectual and cultural experiences. They are a new group of people going to concerts and theaters, buying books and records, and taking up some form of study on their own and in schools.

At the same time, however, another group — nearly a fifth of our population — is severely disadvantaged. These people too require new kinds of educational programs — education to overcome a poverty stricken background, to break the cycle of economic dependency in which they are caught, and to help them move toward integration and participation in the nation's economic and social life.

In short, among both the affluent and the deprived members of our society, education and especially continuing education has in our day assumed an almost unprecedented importance.

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2. Adult education is widely accepted as a necessary part of a total educational design.

Against the general background of the increasing importance of all education in modern American society, there have been some significant shifts in the national attitude toward adult education itself during the past years. For example, references to the need for urban extension activity by the President of the United States (in speeches made at the Davis campus of the University of California and elsewhere in this part year) led to a highly significant meeting in 1964 at the White House, involving the presidents of land-grant institutions. At this meeting, President Johnson urged the universities to assume a more prominent role in planning urban extension activities in the states. One immediate result was much greater receptivity, on the part of the presidents of land-grant institutions, to the idea of continuing education, and thus to an improved climate and increased support for continuing education efforts in their institutions. And the Economic Opportunities Act, relying in large measure on adult and continuing education to achieve its goals, has been another factor in stimulating favorable attitudes toward continuing education. In his discussion of this Act, Fred Hechinger, education editor of the New York TIMES, pointed out that almost all of the sections of the act relied heavily on the educational elements as the major means for achieving ends.

3. The Federal government is more active on behalf of continuing education.

As one piece of hard evidence of government action on behalf of education, we note that the budget of the Office of Education has been enormously enlarged over the past five years. Second, many agencies of the government (e.g., the Office of Education, the Commerce Department, the Housing and Home Finance Agency, the Civil Service Commission, the Department of Defense, the Department of Labor, the Office of Economic Opportunity, Department of Agriculture) are already involved in some form of continuing and extension education. Further in suggested new legislation, extension education provisions are broad enough to permit the introduction of far-reaching programs of liberal education and urban extension, in addition to the more usual forms of vocational and remedial courses. And finally, even if the recent talk of a separate Federal department for education proves premature, the President has made the Commissioner of Education, Assistant Secretary for Education in the Department of Health, Education and Welfare, as well as given him responsibility for heading an inter-agency committee to coordinate the educational activities of the different governmental departments.

4. Local planning and cooperation are encouraged in legislative provisions.

Both the Economic Opportunities Act and Title One of the Higher Education Bill* are framed so as to insure state and community involvment. This assurance is achieved through mechanisms that provide for the establishment of widely representative state committees, and the development of state wide plans. Private as well as public institutions are eligible to participate, and state or local committees are required to insure that both are given representation. In addition, local and community groups are asked to develop programs related to local needs and to provide for broad local representation. In brief, although the federal government retains an evaluation function, the new federal bills make a point of emphasizing the necessity for local activity and community planning.

5. Interest in continuing education is increasing among professionals, leaders of industry, and publishers.

Industry is providing more opportunities for continuing education to its executives and managers. In the professions too, continuing education is now considered essential, not only for promotion and advancement, but also simply to keep abreast of new developments. Paul Sheats, Dean of the General Extension Division at the University of California, one of the world's largest adult education divisions, in a recent speech, explained the extent to which this is true.

> "The engineer who graduates today has a half-life of only about ten years. By this we mean that half of what he learned at the point of graduation will be obsolete in a decade. Moreover, half of what the same engineer will need to know ten years from now is in the form of as-yet-undone research — not of course available to him today. I have seen similar computations applied to the legal profession which is given a half-life of fifteen years and in the physical sciences it may be closer to five."

Workers too are getting time to participate in continuing education — thirteen week vacations with pay are now available to senior employees in the steel, can, and aluminum industries.

*As we go to press, the Higher Education Bill is on the verge of becoming law. Not to anticipate the fact we refer to it as a bill rather than as an act.

According to recent reports, industry is spending billions of dollars for programs for work-related continuing education (from ten to seventeen billion dollars annually according to various estimates). A recent article in Time (December 18) cites as an example, the fact that General Electric alone spends forty-five million dollars per year to support a curriculum including thousands of courses, offered at dozens of plants across the country, to a student body of 35,000.

Publishers are showing an increased interest in the field of continuing education as a commercial venture. Among publishers who have recently been looking at the field of adult education this way are Time, Inc.; McGraw-Hill; Holt, Rinehart and Winston; and Harcourt, Brace and World, Inc. The heavy sale of special adult education packets -- for example, the Book of the Month Club Metropolitan Museum of Art program, and other similar famous museums series; the series of the music clubs, book clubs, paperback series, etc., is, at least part of the reason publishers are interested in entering the field. The figures on book purchases among a wider and wider public have been increasing steadily over the years. According to Time:

> Books are now selling at the rate of $1.7 billion a year. A 1963 survey by the National Book Committee estimated that books sales and library circulation have increased three times faster than the population during the previous five years.

Another piece of evidence of the growing interest in education within business circles, is the fact that Chambers of Commerce today point out the educational and cultural facilities in their area as a sales point in convincing industry to move there. In two states where CSLEA conducted studies of continuing education during the past year (Northern Indiana and Ohio), business and industry leaders viewed the expansion of continuing liberal education and the establishment of community cultural activities as a means toward improving the economic future of their state or region. Higher educational and cultural opportunities for adults have become assets to the economic well being of a community, especially where the wish is to attract modern businesses which employ highly educated personnel.

6. The "ivory tower" posture is no longer tenable for urban universities.

Many statements by university presidents or by university board members express the realization that urban universities cannot today retain the traditional "ivory tower" posture; these educational leaders affirm a need for increased involvement by universities in their community's planning and education effort. Probably the most dramatic statement on this subject was made

by Logan Wilson, President of the American Council on Education, in a speech delivered in Pittsburgh November 2, 1964. He said:

> What will American Colleges and Universities be like in 1984? They will be located mainly in urban areas: as a group they will enroll triple the present student population of 4,000,000; they will provide much more adult education through evening and part-time programs; they will have fewer "lock-step" course and credit requirements.
>
> Older persons needing to update their knowledge and skills, married persons wishing to re-enter the labor market, retired persons bored with their enforced leisure, and hosts of others will be looking to our colleges and universities. As the pace of change accelerates, the rate of obsolescence in previously learned patterns will also rise, and formal education for some may well become a life-long process.

Although the sentiment expressed here is not rare, it is important since Logan Wilson speaks as the president of the influential American Council on Education.*

7. Universities are increasing their involvment in international aspects of continuing education.

At a recent meeting of UNESCO in Paris (November 1964), resolutions were passed calling for more attention by universities to continuing education, and proposing an informational study of the role of universities in adult education by the International Association of Universities in cooperation with the International Congress of University Adult Education.

Further evidence of an increased concern for international communication are the many important international meetings and conferences recently held. For example, the first World Conference on University Adult Education was held in Denmark in June 1965. The conference, attended by over 180 university adult educators from thirty-eight nations, was sponsored by the International Congress of University Adult Education in cooperation with UNESCO. The meeting resolved to promote communication among university adult educators on a world-wide basis, and to take specific action with respect to exchange visits of personnel and the establishment of additional regional library and research centers.

*His statement is the more significant because Mr. Wilson is not generally so supportive of university involvement in community education. On other occasions, once following the above statement, he expressed concern about the expanding areas of university responsibility.

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A world conference on correspondence education was held in Sweden immediately before the International Congress Conference in Denmark.

A section meeting on adult education was included in the agenda of the International Conference of the World Confederation of Teaching Professions at Addis Ababa.

A joint conference on Canadian-United States adult education will be held in Canada in 1967.

In another form of action, a number of universities in the United States are conducting continuing education programs in cooperation with universities overseas. Michigan State University, for example, is working in cooperation with the University of Nigeria at Nsukka; McMaster University of Hamilton, Ontario, this summer conducted its second seminar for adults at the University of Southern Rhodesia in Salisbury. Hull University and the University of Rochester have for several summers offered cooperative educational programs for adults on each other's campuses. Syracuse University conducts a number of cooperative programs with institutions in South America and in Italy. The University of British Columbia is cooperating with the University of Rajasthan in establishing the first general extension program in India. A number of universities in the United States and Canada are working with the University of Hong Kong to enlarge the adult education program there. In Basutoland, top level personnel from American and Canadian schools are helping to set up extension activities in Basutoland's new state University. These are but a few examples of what is becoming an extensive international practice.

B. Institutional Changes

1. Regional associations are becoming more active in continuing education.

Supported by a top-level advisory council composed of educators and legislators, the Southern Regional Education Board (SREB) is conducting a carefully developed and energetic program of professional development and regional planning for continuing education. In the northeast, a council on continuing education is about to be established through the efforts of the New England Board of Higher Education (NEBHE). These activities by the coordinated educational groups in the region are bound to heighten interest in continuing education, at least within the regionally located universities. As a matter of fact, in the Southeast, new activity in the region is already evident, and in New England, in May, 1965, a national

conference on adult counseling was sponsored by NEBHE in conjunction with CSLEA.

In the midwestern area, the Committee on Inter-Institutional Cooperation (CIC) has focused attention on continuing education and extension activities in its region, but as yet, it has taken very few positive steps. Western Interstate Commission for Higher Education, too, has talked about the need for greater attention to continuing education but it also has so far not acted. The pattern, however, has been set by SREB and NEBHE, and other councils are likely to follow it in the coming year or two.

2. Some states are moving toward coordination and central planning in continuing higher education

In a number of states, studies are recently undertaken on the present adequacy of continuing education as part of a total appraisal of educational resources and needs. In Ohio, a study leading to a Master Plan for the Board of Regents of the State of Ohio inculded a survey of the present program and future needs in higher adult education. In the Northern Indiana regional study of opportunities for higher education, CSLEA was called in to do a special investigation of the need for liberal education. A study of higher education, with special attention to continuing education, is now underway also in Pennsylvania. And in the state of Florida, during the reorganization of the total university system, a specially reorganized state-wide continuing education program was built into the new system. The State of Missouri also recently strengthened its extension setup by providing that extension activities be handled under one strong department. Other moves along similar lines have been made in Nebraska and in Utah.

3. Possibilities of combining cooperative and general extension are receiving serious attention

Re-examination of the relationship between agricultural and extension is a nation-wide effort that is leading to consolidation of the two divisions. Among the first states to effect consolidation were: Missouri, West Virginia, Utah and Nebraska. Specific plans to study or to move toward some form of combined extension service are underway in several other states — in Wisconsin, for example, North Carolina, Hawaii, Minnesota, and California. And in most other states, the land grant universities have at least set up internal committees to study the problem, and the question of how these services can best be combined is on the study agenda of an Ad Hoc Committee of the Association of Land-grant and State Universities.

4. Junior colleges become increasingly active in continuing education

The growth and development of junior colleges have been impressive. According to figures released by the American Association of Junior Colleges (AAJC), several hundred thousand adults are now involved in educational programs offered by these colleges. Adult education is part of the Junior College program as one phase of a three part program. (The other two are a two-year college "transfer" course, and a terminal technical education program).

But the activities on behalf of adults are still quite incidental; no national plan or program has emerged and no effective means of communication has yet been developed among those in the Junior Colleges across the country who are working in this area. Junior College adult educators are now seeking to define their professional posture and to develop a means of self-identification.

5. Many new national studies on adult education roles are being conducted. The following are illustrative of the variety now underway.

An Ad-Hoc Committee of the Association of Land-Grant and State Universities has been created to examine the expanding role of extension, continuing education, and urban extension in the institutions of the Association.

A study for internal use within the Office of Education has been organized. The study is on the role of adult education in the United States, and the form of organization and action necessary within the Government, and specifically within the Office of Education to meet these needs.

A national study of correspondence education, sponsored jointly by the Carnegie Corporation and the American Council on Education, will attempt to assess the extent, adequacy, and potentiality of correspondence and home-study as educational media in the United States.

A study is also planned on the extent, variety, and effectiveness of various kinds of continuing education now conducted by business and industry under the aegis of the Committee for Economic Development.

A study of the Role of the University in Adult Education is now being completed; it was financed by a Carnegie Corporation grant administered by the Center for the Study of Liberal Education for Adults (CSLEA).

A recent study by the Federal Extension Service of the U.S. Department of Agriculture, on organizational changes in extension, concerns itself primarily with rearrangements of relations between general and cooperative extension in various states.

In addition to such fairly well-defined studies as these, there are also plans for inquiries rather more general and exploratory in purpose. For example, the Association of University Evening Colleges (AUEC) in cooperation with CSLEA is engaged in a consideration of the future roles of the evening colleges. (A first report was published by CSLEA in August 1965.) The National University Extension Association (NUEA) several years ago reexamined the role of general extension in order to prepare a position paper. The Adult Education Association of the United States is contemplating a broad study of its own on social trends and directions in adult education.

6. Within the individual institutions, the role of the evening colleges and extension divisions is being reassesed.

University evening colleges and extension divisions were under close scrutiny during the past year at a large number of institutions. Many changes in organization, function, and internal relationships have occurred as a result of these examinations. At Boston University, for example, some of the credit programs formerly offered through the Division of Continuing Education are being taken over by the campus departments and schools. Similar steps were taken recently also at the University of Denver, the University of Washington, the University of Chicago, and at several other schools.

On the other hand, in another group of institutions, an almost opposite direction may be noted. The Division of Extension and General Education at New York University, for instance, which has for over twenty years given no credit courses whatsoever, is now offering an Associate in Arts program for adults. In addition, New York University's afternoon and evening courses which were in the past administered directly by the departments will now be assigned to a newly created administrative unit. The evening credit programs, which until recently were located within individual departments at the University of Washington, are now relocated in an extension division. And all part-time degrees, as well as all informal programs at American University in Washington, are now operated by a new College of Continuing Education.

For the time being, therefore, there seems to be no uniform pattern for the organization and administration of continuing education in universities (either in credit or non-credit programs). But there is considerable self-examination and much planning.

C. New Program Developments

Among the variety of continuing education programs now offered in institutions of higher education, a few new developments are notable. These reflect the national concern for the underprivileged, on one hand, and, on the other, for improving the quality of intellectual and cultural life of all citizens.

It is important to point out, however, that such new directions are evident in only a small number of the hundreds of institutions offering programs of higher adult education. The great majority of adults enrolled in continuing education programs in colleges and universities are enrolled in the usual forms of part-time evening credit programs leading toward regular AB degrees; or they are enrolled in special business, education, or other professional or sub-professional education directly related to their jobs or professions. In urban centers, a somewhat larger number of adults is becoming involved in university non-credit, informal programs.

Adult enrollment in both credit and informal programs, however, continues to mount. And along with the rather traditional kinds of offerings, a number of new programs — new in content or in arrangements for study — are evolving. It is these that were identified in the first section as "straws in the wind" in program and curricular development.

1. "Degree programs especially for adults" are growing in number and stature.

Following the apparent success in the use of proficiency examinations for assigning course credit in New York State, the College Entrance Examination Board is moving toward the establishment of a nation-wide system of accrediting examination for college-level courses. This action by CEEB is complemented by the ETS (Educational Testing Service) college equivalency examinations which include general examinations cutting across a field of study, as well as examinations in specific subjects.

The relaxation of the requirement for serving college credit hours in class has been accelerated also by other developments. The Air Force, the Department of Defense, the Civil Service Commission, and the Office of Education are supporting efforts to develop special degree programs for adults. The Armed Forces have made arrangements to provide financial support for such programs. The National Commission for Accreditation has indicated that there will be no problem in accrediting such special new degrees, provided that the institutions offering them are themselves accredited.

Special degree programs are in existence today where adults can secure "credit" for experience, where they take part in interdisciplinary seminars developed especially for them, and where individual study and tutorials play a large part in the work toward a degree. In most cases, the programs contain modified requirements for on-campus residential credit. Various kinds of degree programs developed especially for adults are now in operation at Brooklyn College and Queens College in New York State, at the University of Oklahoma, at Syracuse University, at Goddard College in Vermont, at Johns Hopkins University, and at New York University. In addition, at various points of realization, are some special degree programs now being considered by faculty committees at Boston University, the University of Hawaii, Buffalo University, the University of South Florida, and several others around the country.*

2. Continuing education programs especially for women are offered on many campuses.

During the past few years, special programs of continuing education for women have appeared on a number of campuses. The availability of grants from the Carnegie Corporation, the Rockefeller Brothers Foundation, the Ford Foundation, the Danforth Foundation and others, has naturally helped to stir interest in these programs. Most of the programs attempt to cope with the problems of women, who, after years of being homebound while raising their children, are again interested in activity outside and apart from the home. Education is offered to those who want to go on to jobs or to undertake an organized and continuing program of education. Some programs, such as the program of the American Association of University Women in the South, the mathematics program at Rutgers University, and the teacher-training programs at Harvard University, the University of Chicago and elsewhere, aim primarily at providing the opportunity for educational preparation to return to work. Other programs such as those at the University of Minnesota, Sarah Lawrence College, Simmons College and Syracuse University in addition to offering courses and seminars, place a special emphasis on counseling to assist women to determine the kind of work and study they would like to engage in. A referral service, that directs women to the appropriate agencies for job training or continuing education is often part of the counseling program. The Radcliffe Institute for Independent Study aims primarily at providing opportunities to

*(Further descriptions of special degree programs are contained in a CSLEA publication, New Directions in Degree Programs for Adults, and in an article in the Fall issue of the ACE Educational Record entitled "Degree Programs Especially for Adults.")

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exceptional women for advanced programs of study and research, and for creative work in the arts.*

3. Art and cultural programs grow in number and variety.

Responding to the national cultural "explosion" (a recent Time article once again detailed the ever increasing figures on public participation in the arts), colleges and universities are becoming more and more directly involved in serving the cultural needs of the community. Most of the new art activities are offered by the internal university art divisions rather than by the adult departments, but almost always adults are involved as audience. University activity includes maintaining artists and authors "in residence" and sponsoring a variety of artistic tours to the campus: musicians and dance companies, Off-Broadway theater productions, university theatre groups, and art exhibitions. In some of the smaller or more remote communities, colleges and universities are becoming centers for artistic and cultural life; and even universities in urban centers (e.g., at the University of Chicago, Wayne State University, and the University of California at Los Angeles are playing an increasingly important role in providing art experiences for the community. Universities are building concert halls, cooperating in the support of regional theater, holding elaborate summer art festivals, and sponsoring film societies. In addition, there are the regular courses and workshops in appreciation and creation of art within the evening colleges, and full-fledged programs of teacher-training and community art education through extension departments.**

4. Urban education programs try to meet the complex problems of modern cities and city-dwellers.

Supported by Ford Foundation grants, a number of universities have for the past three or four years been examining ways in which they might better marshal their resources to deal with problems of urban life and education. Early it was assumed that in planning for urban education, it might be possible to adapt the county-agent-pattern of agricultural extension to the urban situation. Although this idea is still being examined, there is considerable doubt that it can work unless basically changed and modified.

*A relatively complete survey of existing programs was presented in a special issue of the CSLEA newsletter, Continuing Education for Adults, issued in July, 1964.

**A report on activities in the arts, University Adult Education in the Arts, issued by CSLEA in 1961 presents a fairly complete account of the programs and activities offered directly to adults through the adult education divisions.

To date, university activities in urban affairs have included long-term research, theoretical discussions about the city, efforts to deal with urban problems at home and in South America or Africa, attempts to develop educational programs about architecture, or about how city planning and urban renewal should work. Very few programs have as yet tried to tackle directly the education of urban people for urban living. Few individuals or institutions have attempted to see how education can help to improve the conditions of city living, or how to train civic and social leaders who can analyze local needs and develop action programs to deal with the problems they uncover.

Some suggestive activities along these lines, however, are underway. Recently in New York, the New School for Social Research developed an educational program about the city and its complexities for New York City citizens. Boston University and CSLEA are drafting a plan for an institute for metropolitan education that attempts to develop an all-around educational approach for the education of citizens in a metropolitan area. Also in Boston, the social work departments of Boston University and Brandeis University have become directly and effectively involved in a city-wide program to deal with juvenile delinquency and the underprivileged. University College (the adult education branch) of Syracuse University, in cooperation with the School of Social Work and a community organization, has developed an inner-city action-research program, along with a training program for community organizers and for social workers in community organizations. (This project received one of the first grants under the new Economic Opportunities Act.)

A review of programs aimed at the education of the disadvantaged (within the urban setting), reported in the December 28 1964 issue of CSLEA's newsletter, indicates that there is considerable experimentation being conducted in this area at some institutions that serve urban communities. These programs are, however, seldom operated through the adult divisions, and fewer still attempt to deal with the problem of the urban underprivileged society on a well-rounded and over-all educational basis.

5. New multi-media approaches are being explored for use in adult education programs.

A number of experimental efforts in combining several different media in a single educational program are underway. On a national basis, there is "Metropolis," a program developed jointly by National Education Television and the University Council on Education for Public Responsibility (a committee of representatives of the ten institutions which received grants for this form of program from the Fund for Adult Education). "Metropolis" combined a prepared TV series, a book of readings, and local discussion programs to follow the taped TV shows. A second

series on automation as a factor in contemporary living is being discussed now.) The University of Wisconsin, with a grant from the Carnegie Corporation, is working on a project titled Articulated Instructional Media (AIM), the purpose is to explore the value of combining correspondence-study with radio and TV instruction, and individual study and summer institutes, in an adult education program. The plan is being developed by the extension division in close cooperation with various undergraduate and graduate departments at the university. Other universities are experimenting with joining television and correspondence-study, introducing tele-lecture techniques (bringing outstanding persons into the classroom by means of the telephone.) in lecture and seminar courses, using records and tapes (as developed, for example, by the Institute for University Studies) as part of the course materials. A few institutions are experimenting with the use of programmed instruction in adult education programs.

6. Independent study as a means of adult education arouses much interest today.

Independent study is a major component of several current programs. At Oklahoma University, students in the Bachelor of Liberal Studies Degree program spend a major part of their time working on an independent-study basis, first in the program's three basic curricular areas, and later when working on their major project or problem paper. At Goddard College, two-week residential institutes on campus are followed by several months of individual study at home. Students are guided by tutors with whom they communicate through correspondence and taped conversations.

Large numbers of adults are still enrolling in the many traditional correspondence and home-study courses long a part of program offerings of universities as well as of commercial organizations. The National Opinion Research Center's study of patterns of participation in adult education found a surprisingly high figure (some nine million) of adults engaged in regular adult education programs on a self-directed or independent study basis.

However, with respect to experimentation in independent study patterns, new developments at the undergraduate level (at institutions such as Lake Forest College, Stevens College, and Antioch College) still lead the field. But there are signs that continuing education will enlarge its efforts in this area also in the near future.

7. Counseling for adults is receiving a strong empahsis.

Adult counseling, as an integral part of continuing education efforts, and especially as an aid to independent study, is emerging as an area of wide interest in adult education. The need for a

special kind of adult counselor is already being felt in connection with the continuing education programs for women, and in the degree programs especially for adults mentioned earlier. An exploratory, direction-finding conference on counseling was held this Spring; it was sponsored by the New England Board of Higher Education and CSLEA, with financial aid from Carnegie. The purpose was to examine the essential elements of adult counseling and to develop graduate programs or workshops for counselors of adults. During this summer also an eight-week course, sponsored by the American Association of University Women was designed to help qualified women to develop specialized techniques for counseling adult women.

8. More attention is paid to the idea of continuity in education.

Efforts to promote continuity in education are concerned with understanding and implementing education as a continuing engagement throughout life. Although the specific term "continuity" is not often used, recent articles have dealt with the idea; for example, Ordered Pluralism by George E. Barton; "Continuing Learner" by Cyril O'Houle; an article in Harper's, "Easy Chair," by McGeorge Bundy. Within CSLEA, a number of internal papers have dealt directly with the "concept of continuity".

In essence, the idea implies basic changes in existing undergraduate curricula and programs, to introduce activities into the undergraduate programs that build in a desire for post school learning early in the student's academic career, that instill the motivation for continuing education, and that provide the skills for independent study. These goals should be made part of the basic objectives set for undergraduates by a university. And activities like these begun in the undergraduate program ought to be buttressed by educational counseling and advisement services that continue after graduation, by new educational approaches in the alumni departments, and by the development of opportunities for participation in continuing and integrated programs of education for all adults in the community.

Although it is still not possible to point out any one institution that has a fully developed program based on this concept of continuity, there are a few that have made encouraging beginnings. Several activities at Oakland University in Michigan lead in this direction. Extension personnel, for example, recently studied and analyzed the concept in an extended seminar series with the faculty; preparatory (for continuing education) seminars for undergraduates are being introduced; continuing counseling services for graduates have been established; and the alumni program is education-oriented. In connection with its program for women, the University of Minnesota has experimented with a special seminar for undergraduate women to help them look ahead to and beyond the child-rearing years to future needs and opportunities for continuing

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education. And the University of Pittsburgh has announced a community-wide approach to the concept of continuous education.

A promising route to "continuity" may be through education programs for alumni. The program underway at Oakland University has already been mentioned. Boston University is now re-examining its alumni program with a view to making it a more effective educational arm of the University. Cleveland College pioneered in the development of city-wide programs for continuing education of alumni. The American Alumni Council, CSLEA, and a committee in NUEA, are jointly exploring ways for alumni departments to become more actively and effectively involved in continuing education. At this year's national annual meeting of the American Alumni Council, three sessions were devoted to explaining the ways in which continuing education can contribute to alumni programs.

III

IMPLICATIONS FOR ACTION

The wider recognition today of the need for further education for all groups of adults (college-trained as well as disadvantaged), and the readiness in influential quarters to provide support toward such educational efforts present the field of adult education with an opportunity to try to develop some of the kinds of educational programs it has long thought necessary. But the expanded opportunity points up more sharply than ever before the gaps in readiness that must be bridged if the potential in the present situation is to be realized. The purpose of this section is to list some of the needs in the field that are implied by the foregoing analysis of the new developments in adult education, and to identify some steps that must be taken soon in order to get moving along lines dictated by the society's needs and the new opportunities for securing support.

We have grouped the needs into three major classes: First is the need for urging and helping educators to plan effective programs along lines made possible by new appropriations, and to provide for more opportunities for personnel training and for professional development. Second is the need for an opportunity to try out ideas and develop new program models as demonstrations of what ought to and can be done. And third is the need to assess and nurture the new program and curricular directions that are being introduced.

Before elaborating these implied needs, it is well to point out first the continuing need for inquiring more deeply than we have as yet done, into the nature of the contemporary society and the directions in which it is moving, and the implications of these for adult education. A number of such inquiries on the underlying forces that infringe on education will need to take place— both to discover and interpret the facts and to communicate them to those concerned.

One such step is already taken. The United States Office of Education, recognizing its own need for more information about adult education today, has commissioned a broad-gauged national study (mentioned on page 15). The purpose of the study is to analyze developments in continuing education with specific reference to government organization and arrangement— both within the U.S. Office of Education and elsewhere in the national government. One practical outcome, it is expected, will be finding appropriate ways for the government to provide stimulation and support for the advancement of the country's educational service to adults.

In addition, we will need to identify also other aspects that ought to be investigated more deeply (motivation in adult education, for example, a long-time problem), and to provide the means for conducting the necessary inquiries.

Moreover, when studies like these are completed, it will be necessary to develop the means to communicate the findings to those directly concerned. It is important to involve university administrators, boards of trustees, industry and labor leaders, as well as adult educators in some kind of continuing discourse through which they may explore how and in what ways the findings of studies relate to their responsibilities. It is hoped, therefore, that national associations of educators and of businessmen and labor leaders will provide additional means of communication which, along with the usual channels to the professionals in the field of continuing education, may be used for disseminating the results of the studies.

While actions such as these obviously do not exhaust the possibilities, they will go a long way toward preparing the ground for putting into effect the action implications contained in the analysis of the present situation. We turn now to the specific tasks in the three main areas of need mentioned above — to acquire new knowledge and skill, to develop program models and demonstrations, and to assess and nurture new program developments. These may be elaborated as follows:

A. To Acquire New Knowledge and Skill

All persons working in the field of higher adult education in light of the new opportunities, today need some form of further study. The first major need, therefore, is for opportunities for further education of personnel, and for professional development. Specifically, programs are needed for the following:

1. For administrators of higher adult education—to consider how to plan and administer new programs in line with the developing need and opportunity; particularly to understand the forms of federal support now available, and to learn how to plan local programs which can be developed under the terms of these appropriations.

2. For educators in continuing higher education who are involved in international programs and associations, and those interested in extending their overseas commitments—to examine the nature of the world overseas and the directions that American service and cooperation can properly and effectively take.

3. For adult education personnel at all levels—to become more aware of current developments, and to equip themselves with the knowledge and skill necessary to operate effectively in the present framework.

4. For the personnel in the Junior and Community Colleges who are responsible for the continuing education aspect of the junior college curriculum—to have an opportunity to consider together their special problems, needs, and activities in relation to continuing education, and to develop a feeling of professional cohesiveness.

5. For persons who can be recruited to enter adult education as a second career choice—the opportunity to get their preparation quickly through special internships and other courses, especially programmed for them. (How, for example, might Army officers who are retiring at the age of 45 to 50, or Peace Corps returnees be trained for roles in the expanding programs of higher adult education? We cannot, at this juncture, afford to wait until new, young persons are recruited to the field and until they complete a full doctoral program. For the personnel needed now, we must, therefore, look to persons who are already members of university faculties or working in other related fields, who may want to enter the "vocation" of continuing education. To make it possible for them to participate in the kinds of training and education programs outlined in the outstanding on-going programs a study-grant program will have to be established.)

B. To Set-Up Program Models and Demonstrations

Many long needed programs, some in areas not yet well understood, are made possible by new sources of support. Pilot projects to demonstrate new and effective approaches to such programs ought to be set up, especially in the following areas:

1. Models are needed of programs to demonstrate how university and community can work together to develop urban programs. There has been much talk of educational needs that arise in the urban setting and from the deep changes in living brought about by urbanization of the society—but very little action. Under provision of new federal legislation, such as the Economic Opportunities Act and the proposed Title One of the Higher Education Bill, financial support for programs in this area will become available. Experimental models developed now can pave the way toward effective use of these new opportunities.

2. There should be a series of experimental programs in the area of alumni education. Alumni education is relatively underdeveloped. There are very few programs for alumni which can be described as seriously educational. And yet ever larger and larger sections of our citizenry, especially those in leadership roles, are alumni of colleges. Interest, therefore, in workable and effective programs is growing. Models that can demonstrate useful new approaches would be welcomed in the field.

3. There is need also to set up some pilot programs of adult education in the arts, to demonstrate how adults can cultivate the new interest they have recently acquired in ways that are beneficial to themselves, to the health of the arts, and to the artistic vitality of the country.

C. To Assess and Nurture Recent Program Developments

A number of new program forms have appeared in the field. Some of these have now been in existence long enough, and have been tried out in enough instances, to make assessment a valuable step in preparing for further progress; others, however, are still so new that they need help just to get through the planning stage. Following are several areas in which new curricular directions, offering promise of advancement, need further development.

1. Degree Programs Especially for Adults, based on several different kinds of curricula that lead to a degree, might profit from an evaluation of their achievements in a study that compares the programs with each other and with traditional degree programs.

2. Some new departures in university programs on behalf of the arts have occurred as a result of intensification of interest among the adult population. The extent or quality of this expansion is not known. In addition to the new experimental models (mentioned under item B), therefore, it would be valuable to have an up-to-date study of current activities in the universities. (The last such report was prepared in 1959 before the current boom had reached full force.)

3. The field would profit also from an assessment of current practices with respect to the educational use of new technological devices, mass media resources, and audio-visual techniques. Although not a great deal has been done to adapt these new educational instruments for use in adult education, some experience has been accumulated. A study might help to point out how these devices can advantageously fit into the adult education programs.

4. Although there is today more recognition of the need for conseling in adult education, there is not enough understanding about how this service ought to be developed as an educational as well as a guidance tool. We need to know more about the nature of adult needs and adult roles. We need to define goals, and to experiment with forms of training appropriate for adult counselors. We need to test new ideas for using counseling as a component in the educational process itself.

5. With respect to developing further the idea of making continuing education an integral part of a university's total curricular design, it is possible that new universities might be in the most favorable position for developing pilot projects. A national workshop or institute for administrators and program directors of such universities, might help to set these up. (It seems evident, from our experience at Oakland University and at the University of South Florida at Tampa, that progress in this basic kind of curriculum rearrangement is more easily achieved within the newer universities where firm pattern along traditional lines have not yet been set.)

6. A study of arrangements already instituted to combine the programs of agricultural and general extension divisions of universities would be useful not only to evaluate the

effectiveness of these arrangements, but also to suggest procedures for developing other kinds of arrangements for the future.

7. In the area of women's education, there is by now a large enough number of different kinds of programs in operation to make an evaluation worth doing. We need to stop and assess the extent to which these programs are achieving their goals of involving women in further education and in preparation for work or a career. We need to investigate also the extent to which these programs are or need to be integrated with or related to other programs of continuing education.

8. We need to assess too what is now being done to educate adults with respect to modern science, the scientific method, and the implications of contemporary scientific developments for the future of the society. No form of education is more crucial and more neglected today than adult education in the scientific areas.